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Educating and Training NROTC Students

By JOHN C. LANG *

THE GOVERNMENT-SPONSORED education and training of Naval Reserve Officers' Training Corps students described in this article is of fairly recent origin. The program is commonly referred to as the Holloway Plan. The legislation for it was passed by the Seventy-ninth Congress and approved by the President on August 13, 1946.

Purpose and Eligibility

The Naval Reserve Officers' Training Corps was created to provide the needed supply of well-trained naval and marine corps officers. Members of the NROTC are given instruction in naval science in 52 colleges and universities where NROTC Units are established, and are permitted to take academic majors in subjects offered by the college or university. The major selected should lend itself to preparing the student for a career in the Navy. This major should be chosen from the fields of engineering, mathematics, natural science, social science, English, commerce and administration, and foreign languages. Thus the NROTC program offers a young man a 4-year college education leading to a baccalaureate degree.

The purpose of the program is to develop in officer material such indispensable qualities to good leadership as: General knowledge of essential naval subjects, naval ideals, naval customs, and traditions; a well-disciplined mind and body; a comprehensive general education; and a willingness to assume responsibility and initiative.

A candidate for NROTC must meet the following requirements: (1) He must be from 17 to 21 years of age; (2) he must be a citizen of the United States and unmarried, and he must agree to remain unmarried until commissioned; (3) he must be physically qualified; (4) he must successfully pass a Nationwide competitive examination; and (5) he must possess officer qualifications and character as indicated by records in his home community.

Three Types of Students

Officer candidates in the NROTC are of three types: Regular NROTC Students, Contract NROTC Students, and Naval Science Students.

Regular NROTC Students are appointed midshipmen in the U. S. Naval Reserve. They devote 3 hours a week each semester to naval science subjects. They agree both to accept a commission in the regular Navy or Marine Corps, and to serve on active duty as regular commissioned officers for 2 years. At the end of the 2-year service they have the alternative of applying for permanent commissions and a career

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IN THIS ISSUE

	Page
Educating and Training NROTC Students	1
Institutes of Applied Arts	3
Purdue's Freshmen Centers	4
Fraternity Training	4
Congressional Activities	5
Changes in Idaho	6
Ohio State Aids Building Program	6
General Education at Wilson College	7
Admission to Washington State	8
Survey of Fall Enrollments	9
NROTC at Harvard	10
Students' Health Insurance	10
Note to Colleges	11
Associate Commissioner Named	11
American Council on Education Officers	11
Two-Year Curriculum at Eastern Oregon	11
Meetings Announced	11
New Publications	12

in the Navy or Marine Corps, or of transfer to the Naval Reserve on inactive duty.

In addition to being given a 4-year college education, young men who qualify for admission as Regular NROTC Students receive many other benefits. They are granted full tuition costs, laboratory and health fees, books, and special equipment. They receive a yearly retainer fee of $600. Uniforms and other naval equipment are issued on a loan basis.

Under this plan, Regular NROTC Students are required to make summer cruises following freshman, sophomore, and junior years. These three cruises extend for about 8 weeks each and offer practical experience aboard ship.

Upon graduation, Regular NROTC Students are commissioned ensigns in the Regular Navy, or second lieutenants in the Marine Corps. They have equal standing with graduates of the Naval Academy.

Contract NROTC Students differ from Regular NROTC Students in several respects. They are required to make only one summer cruise, of about 3 weeks' duration. They do not receive the same compensation or benefits granted the Regular NROTC Students. They receive their uniforms, books for naval science courses, and special navy equipment needed to meet instructional requirements on a loan basis. In contrast to the Regular Student they must pay for their tuition, textbooks, and equipment. They are paid commuted rations of 65 cents a day in their junior and senior years. They may request active duty after being commissioned. If accepted they may apply for transfer to the regular Navy after 1 year of satisfactory duty.

Contract Students are selected by the Professor of Naval Science from the freshmen students who make application for the NROTC program and who have already been accepted by the university or college. Unlike the Regular Students, they do not earn commissions in the regular service but are appointed to commissioned rank in the Naval and Marine Corps Reserve.

Naval Science Students are those who are qualified in all respects for NROTC enrollment but who cannot be accepted because of quota limitations. They are given the naval science textbooks and classroom equipment they need, but are not actually enrolled in the program. However, when vacancies occur, they may be enrolled as Contract NROTC Students. During the time they are enrolled as Naval Science Students they do not receive any financial benefits as do the Regular or Contract Students.

The course in naval science is part of the work taken toward earning a degree. Regular NROTC Students are required to carry a minimum of one naval science course per semester. Emphasis is placed on the basic theory of naval science subjects. Practical application and operation are stressed during the laboratory periods.

During freshman year, the prospective officer receives an introduction to naval science and instruction in naval communication and tactics. Ordnance, fire control, and electronics are the courses emphasized in the sophomore year. Juniors study advanced seamanship and navigation. Seniors concentrate on the technical aspects of naval engineering and damage control.

The first sophomore cruises under the NROTC program were made this summer. Regular Students in institutions east of the Mississippi River departed on their practice cruise from Annapolis and touched ports in the Canal Zone, Trinidad, Puerto Rico, Cuba, Bermuda, and New York. They disembarked at Hampton Roads, Va. Regular Students west of the Mississippi cruised from San Francisco, Calif., went ashore at Vancouver, British Columbia, San Clemente Island, Pearl Harbor, Hilo, Hawaii, and returned to San Francisco.

Regular Students of the junior and senior year cruised with midshipmen of the United States Naval Academy in European waters.

Contract Students east of the Mississippi River cruised for 3 weeks on the U. S. S. *Leyte*, an aircraft carrier; those west of the Mississippi, on the U. S. S. *Iowa*, a battleship.

The purpose of each cruise bears direct relationship to regular academic and naval science subjects. The importance of the practical training cannot be overemphasized. Increasing interest in naval science will be realized by the midshipmen as they adapt themselves to life on combatant ships of the Navy and become more familiar with traditions of the Service, shipboard organization, and installations. Training afloat will be accomplished by practical instruction, drills, watch standing, inspections, and integration into the ship's organization.

Application Procedure

Nation-wide competitive entrance examinations will be given every year. Sources of information about examinations and applications are: High-school superintendents and principals, registrars and deans of colleges and universities, NROTC Units, Navy recruiting offices, and the offices of naval

(*Concluded on page 10*)

Institutes of Applied Arts and Sciences

By L. L. JARVIE*

IN ACCORDANCE WITH a recent act of the New York State Legislature five experimental State Institutes of Applied Arts and Sciences are being located in Binghamton, Buffalo, Utica, White Plains, and New York City. By this action another step is taken in broadening educational opportunities for young men and women interested in post-high-school education related to specific technical work within various industries. Through 2-year programs, students will be enabled to prepare for a variety of technical positions in the economy of the State of New York.

Inherent in the legislation and in the research leading to the provision for a 5-year experiment is a mandate to view this venture as a pioneer undertaking in American education. Recent advances in technology, and the long history of pioneering in vocational-technical education in New York State, make this new program extremely appropriate at this time. What is sought is a unique unit within an integrated pattern of education which derives direction from the needs of youth and of industry.

Purposes and Philosophy

In looking at the objective of technical institutes it is necessary to recognize that the basic motivation for instruction is derived from the concept of preparing individuals for technical positions in all types of industry. Granted that this motivation appears highly materialistic, it does not follow that there can be no concern with experiences which enable the student to live beyond the mere orbit of a job. Actually, the Institutes of Applied Arts and Sciences are just as greatly concerned with over-all preparation of students for a total life as is any other type of educational institution. Technical institutes simply recognize that an extremely important aspect of living an effective life is that of earning a livelihood. It is true that man cannot live by bread alone. It is equally true that man must possess the skills and knowledge necessary to produce the bread in order to live at all. Thus it may be said that the purpose of the Institutes is to produce a person who achieves a foundation upon which to expand a way of life in which economic effectiveness plays an important role.

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This philosophy, which endeavors to synthesize the needs of society for an educational program designed to help young men and women make positive contributions as citizens and workers, and the needs of individuals for better total living, comes at a time when post-secondary education is at the crossroads. Since the early part of the century the junior college movement has been gathering momentum along two channels. Under the historical influence of the liberal arts colleges, much of junior college education has paralleled the first 2 years of college or has provided preparation for more education in various professional fields. Under the more immediate pressure of a society largely characterized by technological change, increasing numbers of schools are offering 13th- and 14th-year curriculums leading directly to occupational competence and employment in technical positions.

But there is a more comprehensive approach to the educational needs of certain 18-year-olds which may provide a more satisfactory pattern for this stage of post-secondary education. This pattern recognizes the interrelationship of experiences in the growth and development of individuals. Curriculums are not designed in terms of general education and technical education. Courses are developed upon the basis of a single end, and experiences within one course are integrated with those of all other courses.

Nature of the Institutes

With one-tenth of the Nation's population and an even larger proportion of its economic power, New York highlights the problems of America's industrial democracy. Various facts indicate the urgency of New York's move to establish institutes at this time. Now that industries are becoming increasingly aware of a definable technician grade of employment lying between engineering or managerial functions and skilled trades, it is found that there are 350,000 positions of technician grade in New York State. For these positions, approximately 17,600 replacements are needed annually. These numbers are likely to increase.

To meet this need and to carry the expressed philosophy into action, emphasis will be placed upon practical application of knowledge and experience.

Students should develop a comprehensive understanding of citizenship and of the skills and knowledge essential to particular technical occupations. Curriculums will be offered in such fields as mechanical technology, electrical technology, industrial chemistry, food administration, retail business management, optical technology, textile technology, dental hygiene, dental technology, and other fields as regional demands warrant.

During the experimental period the total day enrollment cannot exceed 4,500 students with 750 at Buffalo; 500 each at Binghamton, Utica, and White Plains; and 2,250 at New York City. No limitations are placed on evening school enrollments. The experimental approach affords a great opportunity for the development of a broad adult program geared to the needs of communities being served by the Institutes. In many respects the chance to evolve a new and effective educational pattern resides in the fact that the new schools are not required to follow any previously existing plan. Inherent in the institute concept is service to the community in all phases of life. The Institutes in a sense should become "community colleges," from which would stem much of the stimulus for the development of adult thought and action.

Operations for all the Institutes must, in the beginning, be carried on largely in quarters not designed for educational activities. Space obtained ranges from an old armory, through industrial buildings, to fairly adequate school buildings. Directors and faculty members will have to adjust their planning to the limitations and restrictions of space available. In a similar manner they will find it necessary to adjust and develop instructional materials best suited to carry out the basic purposes of the Institutes. This new undertaking calls for the courage and flexibility of mind essential to any new educational program.

In Conclusion

The State of New York embarks on a pioneer venture in this attempt to make preparation for occupational competence the core of education for social living. From the founding of the first Agricultural Institute in 1906 to the creation of the present system of State Institutes in 1946, the people of the State have sought increased educational facilities for youth seeking employment. The direction set for the Institutes is determined by the belief that education should be geared closely to the needs of society and of individuals within that society, both in terms of the changing technology and the changing demands of our society. The growth and adaptation of the institute program to changing needs are dependent on continuing research at the local and State levels, and will require administrative strategy sensitive to the constantly changing needs of the individuals and industries served.

Purdue's Nine Freshman Centers

PURDUE UNIVERSITY is offering a full freshman program of studies this fall at nine centers in Indiana: Indianapolis, Fort Wayne, Elkhart, Columbus, Michigan City, East Chicago, Gary, Hammond, and LaPorte. This arrangement became necessary because the number of fully qualified applicants for admission to the University is far greater than the Lafayette campus can accommodate.

It is announced that the freshman work given in the centers is equivalent to that given on the campus. Instructors are full-time members of the Purdue staff, and courses in the centers are planned and supervised by the heads of the various departments like those on the campus. Satisfactory completion of the freshman program automatically makes the student a sophomore in the University, eligible to enroll on the Lafayette campus.

Freshman work with credit acceptable toward a degree in engineering, science, pharmacy, agriculture, and home economics is being offered. Courses such as shop and military training which are not offered in extension may be postponed until the sophomore year. The classes constitute a full college load of 23 hours each week.

Fraternity Training

SIX HUNDRED pledges and pledge trainers from Ohio State University's 45 social fraternities this spring took part in a program of modern fraternity training through a series of lectures. The program was sponsored by an Interfraternity Pledge Council formed last November to encourage the exchange of ideas and the solving of common problems by the fraternity men responsible for carrying out the pledge training in each organization. The democratic training plan set up by the Council is designed to include the pledge in determining the policies and activities of the fraternity, to replace misdirected disciplinary measures with rational action, and to establish a desire and willingness to work for the fraternity on the part of the pledge.

Congressional Activities of Interest to Higher Education

By HENRY H. ARMSBY*

THIS ARTICLE lists congressional bills that have received sufficient favorable attention during the first session of the Eightieth Congress to have been reported from the committees to which they were referred to one or both houses. Later issues of HIGHER EDUCATION will list other bills and indicate those on which hearings have been held by congressional committees. Nine bills have been passed by the House and 14 by the Senate, and 8 have become law (Public Laws 76, 85, 239, 297, 302, 303, 317, and 377, Eightieth Congress).

FEDERAL AID IN PROVISION OF PLANT AND EQUIPMENT

Public Law 76, approved May 26, appropriated 3 million dollars for continuation of the Veterans' Educational Facilities Program providing equipment and temporary buildings needed for the instruction of veterans. The law stipulates that the Federal Government may expend from this appropriation not more than $3 per square foot to dismantle, relocate, and reerect buildings, and that funds may not be allocated after September 30, 1947, to new projects.

Public Law 85, approved May 31, appropriated 35½ million dollars for additional temporary Lanham Act housing.

Public Law 317, approved August 1, authorizes the Federal Works Administrator to continue, until June 30, 1948, contributions for the operation and maintenance of school facilities to local school agencies still burdened with war-incurred school enrollments.

S. 1302 (Johnson), passed by the Senate July 26, proposes to make surplus athletic equipment available to educational institutions.

FEDERAL SUPPORT FOR RESEARCH

The National Science Foundation Act of 1947 was passed by both houses of Congress and submitted to the President as S. 526. The veto of this Act will be discussed in a later issue of Higher Education.

S. 176 (Murray), passed by the Senate July 24, proposes to establish a National Institute of Dental Research within the U. S. Public Health Service.

S. 493 (Fulbright), reported to the Senate June 27, proposes to coordinate agencies disseminating technological and scientific information and to make discoveries of engineers, inventors, scientists, and technicians more readily available to American industry and business.

Public Law 297, approved July 31, amends Sect. 11, Title I of Public Law 733, Seventy-ninth Congress, the "Bankhead-Jones Act." It specifies that the amount to be spent by State agricultural experiment stations for marketing research projects shall be limited to 20 percent of the funds actually appropriated, in lieu of 20 percent of the funds authorized to be appropriated.

H. R. 246 (Kearney), reported to the House February 26, raises ceilings for wages and allowances of veterans undergoing training on the job. S. 1393 (Morse), passed by the Senate July 25, has a similar purpose, but sets a lower ceiling.

S. 1394 (Morse), passed by the Senate July 19, increases the subsistence allowance to veterans pursuing courses under the GI Bill, as do H. R. 3888 (Meade), reported June 20, and H. R. 4212 (Meade), reported July 23.

Public Law 377, approved August 6, provides for institutional on-the-farm training of veterans.

S. 1392 (Morse)—passed by the Senate on June 16—and Senate Joint Resolution 123—passed by both houses and approved by the President (Public Law 239)—set dates for determining the eligibility of veterans for training and for other provisions under the GI Bill.

H. R. 3623 (Crow), reported to the House June 24, provides that members of the Communist Party shall be ineligible for veterans' benefits.

S. 1056 (Pepper), passed by the Senate June 16, would extend the benefits of the GI Bill to persons who served in the active military or naval services of governments allied with the United States in World War II and who, at the time of entrance into such service, were citizens of the United States.

Specialist in Engineering Education.

Universal Military Training

H. R. 4278 (Towe), reported to the House July 26, proposes a system of universal military training. Its short title is: "The National Security Training Act of 1947."

Expansion of ROTC

H. R. 4143 (Towe), reported to the House July 17, provides "for the effective operation and expansion of the Reserve Officers' Training Corps, and for other purposes."

New Federal Department

S. 140 (Fulbright-Taft), reported to the Senate June 6, proposes to establish a Department of Health, Education, and Security, under a secretary and three under secretaries, one each for health, education, and public welfare.

Special Federal Institutions

Public Law 303, approved July 31, authorizes the establishment of a United States Navy Post-Graduate School.

Public Law 302, approved July 31, authorizes the Secretary of the Navy to acquire certain lands and buildings at Monterey, Calif., and to make the necessary alterations to establish the Navy Post-Graduate School.

Informational and Educational Exchange

H. R. 3342 (Mundt), passed by the House and reported in the Senate, sets up procedures for the interchange of persons, knowledge, and skills, on a reciprocal basis, between the United States and other countries, under the supervision of the Secretary of State. The bill provides for assistance to schools, and for necessary training to citizens of this or other countries, with the provision that the Secretary shall exercise no control over the educational policies of any institution.

Federal Aid to the States

S. 472 (Taft), reported to the Senate July 3, proposes Federal aid to the States "in financing a minimum foundation education program of public elementary and secondary schools, and in reducing the inequalities of educational opportunities through public elementary and secondary schools . . ." An annual appropriation of 300 million dollars, beginning with the fiscal year 1949, is provided.

Changes in Idaho

A recent issue of Higher Education (March 15, 1947) presented some of the findings and recommendations on higher education in Idaho which were contained in the report of the Idaho Education Survey Commission. Since that time the following action has been taken.

The 1947 Idaho Legislature provided funds which will materially improve the salary situation that existed in 1946 when the survey was made.

The legislature reconstituted the Southern Branch of the University of Idaho at Pocatello as a separate institution, named Idaho State College; and gave it authority to continue its 4-year division of pharmacy, to set up a 4-year division of liberal arts, and to continue its junior college programs and its vocational division. Also in accordance with the survey recommendations, the 1947 legislature converted the teacher-training institutions at Lewiston and Albion into 4-year teacher colleges named Northern Idaho College of Education and Southern Idaho College of Education, respectively.

Subsequent to the 1947 legislative enactments, the State Board of Education authorized the teachers colleges to expand their programs to include training of high-school teachers in limited fields as recommended by the survey. A full-time executive position in the State Board of Education has not yet been set up. To coordinate programs of higher education in the State, the Board created an Institutional Coordinating Committee made up of heads of the higher institutions.

Needed administrative changes within the University of Idaho had already been made before the survey was published.

Ohio State University Aids School Building Programs

Ohio State University is one among a small number of colleges and universities in the Nation which help plan the State's school building programs. Such a service is offered through the University's Bureau of Educational Research by its four staff members, who have both architectural and teaching backgrounds. Their primary job is to serve as advisors and go-betweens for the educators—as they determine what kind of teaching program they want—and the architects—as they determine what kind of buildings will best serve the teaching program.

Experiment in General Education at Wilson College

By PAUL SWAIN HAVENS*

MANY NEW CURRICULUMS in American colleges are mere movings about of academic furniture. But Wilson College, in establishing a new experimental curriculum that went into effect last autumn, has asserted some basic principles and procedures that go beyond the familiar shuffling about of academic paraphernalia.

Basic Principles

Wilson College has made its bow to general education but has decided not to follow any of the programs so far brought forth on American campuses. There are two basic principles: (1) The freshman year shall ground students in some things all need to know; (2) before choosing the field of concentration, and later side by side with it, the student shall round out her education by an independent reading program under guidance. We call the new curriculum experimental because, in the beginning at least, we expect to learn as much from it as the 25 students who, from a large number of applicants, will be admitted to it in the first 4 years. If the experiment is successful, as we expect, it will become standard for all students.

Freshman Year

Those who are admitted to the new experimental curriculum are taking in their freshman year a new course in the principles of physical science designed to make them familiar with the fundamental principles of physics, chemistry, astronomy, and geology. The course is taught by a corps of instructors assigned for the entire year. They represent a variety of special abilities from several academic departments, but they work together throughout the entire year, carrying all of the lectures, discussions, and laboratory periods somewhat as a basketball team carries the ball down the court.

For the experimental group there is a special section of freshman English in which the reading matter will no longer be one of the omnibus books so popular in such courses everywhere, but will be some of the great literature that has shaped our Western civilization. These freshmen by the end of the year will have read 10 plays by the 4 Greek dramatists, a play or 2 by Shakespeare, James Joyce's *Portrait of the Artist as a Young Man*, and certain other works of comparable magnitude. This program is not a faint-hearted concession to the "great books" idea but is an assertion of the principle that freshmen can and should bite their teeth into some tough food, which—when assimilated—will strengthen the fibre of their thinking.

The final prescription of the freshman year is that all students in the experimental program shall take a basic course in history, which begins with the early Middle Ages and continues through approximately 1815. After careful consideration, the Wilson faculty decided against a required course in American history, believing that the average American undergraduate knows something about the United States, but little about the Middle Ages and only slightly more about the history of the Western World since the Renaissance; and that he needs this background for an understanding of his own civilization—which does not begin with 1776 or even 1492.

The Wilson freshman, therefore, is receiving an orientation in the scientific world in which she will live, in the background of her own civilization, and in certain—at least—of the great documents which show forth the hopes, the fears, and the values that mankind has identified.

Reading Program

The freshman year is followed by a reading program extending through the summers after the freshman, sophomore, and junior years and culminating in 6 hours of independent reading in the senior year. The reading program will be adapted to each separate student after consultation between the student and a member of the special faculty committee which is directing the experimental curriculum.

In the first summer, after freshman year, the student will read a certain number of books that every educated person should know—works like Plato's *Republic*, Dante's *Divine Comedy*, *Don Quixote*, and *War and Peace*. By the end of her sophomore year the student will have selected the field in which she will concentrate in her upper-class years. The reading program in the summer after sophomore year will be planned so as to illuminate the major field that she has chosen and to introduce her to its bearings on civilization and the life of the

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mind. The summer after the junior year she will devote to rounding out her understanding of fields *outside* her principal field of concentration.

When she returns to college at the beginning of the senior year she will sit down with her adviser, cast up her accounts, and discover those areas of her liberal education in which she is weakest. She will then plan with her adviser an independent reading program for the senior year that will round out so far as possible her own educational pattern. For instance, if her field of concentration is in two of the natural sciences and she has also had reasonably good grounding in some other disciplines such as history or psychology, but has not touched the field of fine arts or philosophy, she will undoubtedly plan her reading in the senior year so as to gain some understanding of the history, the method, and the significance of these two important disciplines that she has not touched.

At the end of each summer reading program the student will be tested on her work by essays and by informal oral examination; and, at the end of the senior year, the faculty will probably provide an examination which may embrace not only the reading program described above but also the student's elective subjects outside her field of concentration.

An Experimental Program

The new program at Wilson is an experiment to discover how a college with a ratio of one instructor to eight students and a sound tradition of liberal studies can most effectively achieve its objective in a postwar world. The committee in charge will not be surprised if the English instructor changes his reading list next year on the basis of this year's experience. The instructors in the new course in the principles of physical science are now discussing whether their students next year should study valence before they study atomic structure or at approximately the same time. The history instructors are scrutinizing their work from week to week to see whether the division of emphases as now planned can be improved in the future.

Most important of all, the individual reading program will provide an opportunity not only to experiment with a wide variety of reading matter and to determine whether certain areas are better adapted than others to independent investigation, but also to discover whether a constant integrating process can be carried on by what will amount to a tutorial method throughout the last 3 years of college.

The Wilson faculty does not, therefore, embark on its plan with the thought that it has without doubt discovered the *summum bonum* of educational practice. But its members believe that the plan is good. They will experiment, admit their failures if they occur, consolidate their gains as they occur, and annually improve the implementation of principles which they regard as sound for an American college in the middle of the twentieth century.

Admission to State College of Washington

THE BOARD OF REGENTS of the State College of Washington has adopted the following requirements for admission to the College:

"1. All applicants who have a 2.00 ('C') grade point average or better on the basis of accredited high school work or previous college training, are eligible for admission to The State College of Washington.

"2. Persons who do not meet the above grade point requirement will be eligible for admission only after passing an entrance examination recommended by the Scholarship Standards Committee with a grade point equivalent of 2.00 ('C').

"3. The State College of Washington will grant admission to any resident applicant who has attained at least a 2.50 ('C+') average on the basis of 3½ years of accredited high school work, such admission to be bona fide, provided the applicant graduates from high school, prior to the opening of the college year following admission.

"4. Exceptions to the above admission requirements (1, 2, and 3) will be made only by the Scholarship Standards Committee."

Preference in enrollment and housing will be given to veterans of World War II, who meet the admission requirements, regardless of residence.

Last year the College restricted the admission of freshman students to residents of the State of Washington and the Territory of Alaska, and it limited enrollment of nonresident upperclassmen through higher admission requirements. These restrictions no longer apply to war veterans. The College expects to provide, within the limits of its facilities, for all veterans regardless of residence who wish to enroll.

In making this announcement, President Wilson Compton said: "When the State College of Washington during the war gratefully accepted the services of young men and young women in the Army and Navy, it did not ask what State they came from; nor does it wish to do so now as it seeks to fulfill its obligations to the veterans of World War II."

Survey of Fall Enrollments in Higher Educational Institutions

In the fall of 1945, the U. S. Office of Education undertook to estimate fall enrollment in higher educational institutions on the basis of a sample of approximately 300 institutions. The satisfactory results from this survey led to a similar study of fall enrollment at the opening of the fall semester of 1946. The form used in 1946 was a double-fold post card with spaces for total resident enrollment, first time enrollment, and number of veteran enrollments.

Although the sample surveys supplied data upon which estimates of national totals were made, there was considerable demand for data on individual institutions which the sample did not supply. To meet this demand the Office of Education will again conduct a complete survey this fall. From this survey a sample will be drawn that will yield quick national totals to be followed, perhaps a month later, by data on individual institutions.

The form to be used this fall is a standard machine tabulation card. Prior to distribution to the institutions, each card will be prepunched to show the name of the school, location, type of control, and type of institution. This information will appear in print at the top of the card so that the respondent has only to complete the essential questions in the body of the form. These questions have been designed and checked to insure that answers are readily available in all registrars' offices, since too often the difference between response and nonresponse may be measured by the distance from the respondent's desk to the file in some other place where the information is available.

There are four questions on the form which the respondent is requested to answer: (1) Total number of students in the institution; (2) number of students first time in any college; (3) number of veteran students drawing P. L. 16 and 346 benefits; (4) a check question regarding availability of instructional accommodations. Once the questions have been answered, the respondent has only to drop the card in the mail since it is self-addressed and franked.

For registrars who are familiar with the punched-card method, the form represents a new approach in survey technique since data for an institution will be collected and punched on a single card; and machine tabulations will be made directly from the cards, thereby eliminating transcription. Those who are not acquainted with punched cards will note the efficiency of this device, in brevity, simplicity, and convenience in filling out the form and tabulating the data.

The merit of this survey may be gauged largely by its timeliness. Therefore, September 17–19 has been tentatively decided upon for initial distribution of all forms so that they may be in the registrars' offices on September 22. This schedule is expected to permit publication of final results of the sample by October 20, and complete totals shortly thereafter.

Federal Security Agency, U. S. Office of Education
Form CRS-4

State ---------- Serial No. ---------- Name of school ----------

B. B. #51-4716

HIGHER EDUCATION FALL ENROLLMENT

Line	Men	Women	Total	Students of college grade
1				Total number of students in institution excluding correspondence and extension students.
2				Number of above students first time in any college.
3				Number of veteran students drawing P. L. 16 and 346 benefits.

CHECK APPROPRIATE ITEM(S)

4 Will you accept additional applications from undergraduate students for entrance next term or semester?

Will accept applications from:
---- Veterans
---- Nonveterans
---- None

Information supplied by:

Name ----------

Title ----------

Date ----------

PLEASE DO NOT BEND OR FOLD THIS CARD

Harvard Reservations on NROTC

THE HARVARD UNIVERSITY FACULTY of Arts and Sciences some time ago approved resolutions which permit students enrolled in the Naval Reserve Officers' Training Corps to obtain their bachelor's degrees from the University while preparing for naval service. In accepting the Navy's plan, the Faculty made three reservations:

"(1) The Professor of Naval Science (a Naval officer), acting jointly with the Administrative Board of Harvard College, shall have power to modify in individual cases the course requirements set by the Navy when the Navy requirements make it impossible for a man to obtain the full value of the Harvard course of study.

"(2) Appropriate courses in mathematics and physics taken in high school may be accepted as meeting the Navy's requirements for 'one year of college physics' and 'mathematics courses through trigonometry.'

"(3) No Naval Reserve student under the 'Holloway Plan' [1] shall be permitted to choose a field of concentration which would require him to take more than 18 courses to qualify for graduation from Harvard College."

Educating NROTC Students

(*from page 2*)

officer procurement. The completed application form must be mailed to the Naval Examining Section, P. O. Box 409, Princeton, N. J., by a date usually in November which is announced each year. Following the closing date for applications, the time for the aptitude test will be announced. It is anticipated that this date will be in December. Examinations will be given in specified places throughout the United States and in cities outside the continental limits. Applicants who pass the test will be further screened and interviewed by the office of naval officer procurement. Final selection will be made by a State selection committee designated for each State.

The school year 1947–8 will have a total of 2,665 Regular NROTC freshmen. This total is evenly distributed among the 52 universities and colleges. It is estimated that about 1,300 Contract Students also will be accepted from freshmen classes at these schools. Accordingly, the total fall enrollment in the NROTC program will be 7,600 students.

[1] The "Holloway Plan" is the term sometimes applied to the NROTC program.

The colleges and universities having NROTC Units are:

Alabama Polytechnic Institute
Brown University
University of California (Berkeley)
University of California (Los Angeles)
Columbia University
Cornell University
University of Colorado
Dartmouth College
Duke University
Georgia School of Technology
Harvard University
College of the Holy Cross
Illinois Institute of Technology
University of Illinois
Iowa State College of Agriculture and Mechanic Arts
University of Idaho
University of Kansas
University of Louisville
Marquette University
Miami University
University of Michigan
University of Minnesota
University of Mississippi
University of Missouri
University of Nebraska
University of New Mexico
University of North Carolina
Northwestern University
University of Notre Dame
Ohio State University
University of Oklahoma
Oregon State College
Pennsylvania State College
University of Pennsylvania
Princeton University
Purdue University
Rensselaer Polytechnic Institute
Rice Institute
University of Rochester
University of South Carolina
University of Southern California
Stanford University
University of Texas
Tufts College
Tulane University
University of Utah
Vanderbilt University
Villanova College
University of Virginia
University of Washington
University of Wisconsin
Yale University

Students' Group Health Insurance

THE INSTITUTE OF INTERNATIONAL EDUCATION has announced a plan for students' group health insurance, which is underwritten by a large life insurance company. The plan insures the member against the expense of bodily injury, sustained while the policy is in force and caused through accidental means; also against loss resulting from disease contracted while the policy is in force. The insurance covers expenses resulting from injury or disease up to $750.

Premium rates, depending upon the group to which each student belongs, are: (1) Group IIE, students sponsored by the Institute—$18 a year, minimum coverage 6 months; (2) Group A, foreign students not sponsored by the Institute—$18 a year, Institute handling charge $2, total charge, $20, minimum coverage 1 year; (3) Group B, United States students going abroad to study—$21 a year, Institute handling charge $2, total charge $23, minimum coverage 1 year.

Application for this insurance may be made to the Insurance Division, Institute of International Education, 2 West 45th Street, New York 19, N. Y.

Note to Colleges and Universities

THE SCHOOL OF JOURNALISM of the Central University of Ecuador, in Quito, under the auspices of the Ecuadorian Government, the Municipal Authorities of Quito, the Federation of Ecuadorian University Students, and several cultural organizations of the Republic, will sponsor the First International Exposition of School Journalism, October 9–18, 1947.

Objectives of the Exposition are: Strengthening of cultural relations, stimulation of school journalism, and promotion of international exchange of school publications.

A Grand Prize (Gold Medal and Diploma) will be awarded by the President of the Republic of Ecuador. Fifteen other prizes will be awarded by the City of Quito, the Chancellor of the Republic, the Minister of Public Education, the Rector of the Central University, newspaper editors, and various cultural organizations in Ecuador.

United States universities, colleges, high schools and elementary schools are invited to send representative school publications—newspapers, magazines, reviews, posters, and other printed matter.

Publications for the Exposition should be sent as soon as possible to: Direxposicion Periodico Estudiantil, Escuela De Periodismo, Apartado No. 1624, Universidad Central, Quito, Ecuador, S. A.

Associate Commissioner of Education Named

THE COMMISSIONER OF EDUCATION has announced that Edwin H. Miner of Fairfield, Vt., has been appointed Associate Commissioner of Education in the U. S. Office of Education.

The new Associate Commissioner will devote himself largely to work with the Citizens' Federal Committee on Education and will serve as the executive secretary of that group. He will also assist in developing conference programs in the Office and in the field and will maintain liaison with national educational conferences.

Mr. Miner received the B. A. degree from Dartmouth College in 1927 and the M. A. degree from Teachers College, Columbia University, in 1929. He completed 2 years of graduate work in education at the University of Pennsylvania in 1931.

He has had experience as a teacher of elementary schools and as supervising principal. He taught at the University of Pennsylvania and the Eastern Washington College of Education. From 1936 to 1942 he was superintendent of schools in Wellesley, Mass. During World War II, he served in the United States Army Education Program in which he developed plans, programs, and operations of the United States Armed Forces Institute and nonmilitary schools.

American Council on Education Officers

AT THE ANNUAL MEETING of the American Council on Education, George F. Zook was reelected president of the Council for a 3-year term. Corcoran Thom, chairman of the board of the American Security and Trust Company, Washington, D. C., was elected treasurer.

Other officers elected were: Leonard Carmichael, president of Tufts College, Medford, Mass., chairman of the Council; John W. Harbeson, principal of the junior college, Pasadena, Calif., first vice chairman; Florence Fallgatter, professor of home economics, Iowa State College, Ames, Iowa, second vice chairman; and Eugene B. Elliott, State superintendent of public instruction, Lansing, Mich., secretary.

Two-Year Curricula at Eastern Oregon

SEMIPROFESSIONAL, terminal-type, 2-year curricula have completed 2 years of operation at Eastern Oregon College of Education, La Grande, Oreg., according to Dr. Roben J. Maaske, president. Courses are offered in secretarial science, merchandising, radioelectric service, and for medical and dental assistants.

These curricula are designed for students desiring a combined program of general education and semiprofessional, technical training that will equip them for placement in their chosen field after 2 years of college work. In the third quarter of the second year each of the prospective graduates receives training on the job.

The certificate of *Associate in Science* is granted to graduates who complete satisfactorily the requirements of each of these 2-year curricula.

Meetings Announced

OREGON GEOGRAPHY COUNCIL, Memorial Union Building, Oregon State College, Corvallis, Oreg., October 4, 1947.

ASSOCIATION OF LAND-GRANT COLLEGES AND UNIVERSITIES, Washington Hotel and Willard Hotel, Washington, D. C., November 10–12, 1947.

NEW PUBLICATIONS

Non-Government Publications

Pamphlets

Facilities for Veterans' Education and Training in Louisiana, by R. R. Ewerz. Baton Rouge, La., State Department of Education, 1946. 48 p. (Bul. No. 607.)

Lists State and parish service officers and guidance centers for veterans, as well as schools and colleges in Louisiana which participate in the program.

Opinions on Gains for American Education From Wartime Armed Services Training, by M. M. Chambers. Washington, D. C., American Council on Education, 1946. 78 p. 50 cents.

Issued as a preliminary exploratory report for the Commission on Implications of Armed Services Educational Programs. Gives a digest of opinions of civilian educators who had wartime experience in or with the Armed Services Training. Includes a classified and annotated bibliography.

A Plan for the Future of the Montana School of Mines. Report of Reconversion Committee of the School. Butte, Mont., Montana School of Mines, 1946. 38 p.

A committee of alumni, staff members, and students analyzes the situation at this institution and makes recommendations to the president for the future of the school. Among the topics dealt with are curricula, graduate work, staff, equipment, and students.

Requirements for the Degrees of Doctor of Philosophy in Education and Doctor of Education, by Clifford Woody. Ann Arbor, Mich. The Ann Arbor Press. 54 p. (Monograph Number I, the National Society of College Teachers of Education, 1947.) $1.

A compilation of the qualitative and quantitative requirements for the two doctorates in the field of education, based on reports received from 69 institutions granting one or both degrees.

The Significance of Liberal Education for Our Time, by Gordon S. Watkins. Los Angeles, Calif., Occidental College. 11 p. (Occidental College Bulletin, New Series, Vol. 40, No. 1, November 1946.)

An address at the opening convocation of Occidental College, September 26, 1946. Contains numerous observations concerning liberal education in a democratic social order.

The State College of Washington Presents a Program of Progress. Pullman, Wash., State College of Washington. 16 p. (Bulletin, Vol. VIII, No. 1, January 1, 1947.)

A pictorial and narrative exposition of the purposes, facilities, and services of the Institute of Technology of the State College of Washington.

Three-Quarters of A Century; The University of Arkansas, Annual Report, 1945–46. Fayetteville, Ark. (University of Arkansas Bulletin, Vol. 40, No. 15.) Unpaged.

This annual report of the president of the University contains a brief sketch of the instutution from its establishment in 1871 to the present, as well as a review of the activities of the various divisions of the University during the year 1945–46. Includes many illustrations of college buildings and student activities.

Twenty-seventh Annual Report of the Director of the Institute of International Education. New York, The Institute, 1946. 98 p. 10 cents.

A narrative and statistical report of the work of the Institute for 1945–46.

UNESCO: Its Purposes and Its Philosophy, by Julian Huxley. Washington, D. C., Public Affairs Press, 1947. 62 p. $1.

In this booklet, the Director General of the United Nations Educational, Scientific, and Cultural Organization sets forth the aims and philosophy of the organization, as well as its program as respects education, natural sciences, social sciences, and creative arts. Its relations to libraries, museums, the press, and other media for diffusing information are also discussed. The author states his belief that UNESCO is the most likely agency to speed up the process of reconciliation of the various cultures of the world.

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JOHN W. STUDEBAKER, U. S. Commissioner of Education
JOHN DALE RUSSELL, Director, Division of Higher Education

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